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ABSTRACT

Containing four sections of materials for workshop presenters to teach phonics and word recognition, this guide assists early reading program educators (grades K-3) in enhancing the Reading and Language Arts knowledge and skills of Texas students. Section 1, an introduction, defines the purpose of the guide and outlines six goals. Section 2, Professional Development, includes speaker's notes and suggestions on how to guide participants through the workshop. Section 3, Overheads, contains transparencies with key points and instructional examples to accompany the speaker's notes; and section 4, Handouts, includes "Workshop Notes" for participants to take notes from the presentation. Contains 14 references. (SC)

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Professional Development Guide

Examining Phonics and Word Recognition Instruction in Early Reading Programs

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Professional Development Guide

Examining Phonics & Word Recognition Instruction in Early Reading Programs

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1. Introduction

What is the Texas Center for Reading and Language Arts?

The Texas Center for Reading and Language Arts assists K–12 educators in enhancing the Reading and Language Arts knowledge and skills of Texas students, through implementation of the Texas Essential Knowledge and Skills (TEKS).

How are the Center's Activities Accomplished?

Goal 1: To provide a cadre of school-level specialists with expertise in phonological awareness, word analysis, fluency strategies, and comprehension strategies who are able to use documented approaches to reading and language arts instruction to address TEKS objectives with students in grades K–3.

Goal 2: To enhance the knowledge, skills, and practices teachers use to implement the TEKS reading and language arts objectives with second language learners.

Goal 3: To enhance the knowledge, skills, and practices teachers use to implement the TEKS reading and language arts objectives with students in grades K–5 who are experiencing difficulty in reading and language arts.

Goal 4: To enhance the knowledge, skills, and practices teachers use to implement the TEKS reading and language arts objectives with students in grades 6–8, focusing on content area reading instruction.

Goal 5: To disseminate information generated by the Texas Center for Reading and Language Arts using current technology and media.

Goal 6: To communicate the goals, activities, and accomplishments of the Center to professionals and other community members.

Texas Center for Reading and Language Arts

Literacy Labs
Both school-based and university-based labs served as models for universities and school districts.

Professional Development Guides and Videos
These guides are designed to provide educators across the state with materials and plans for professional development in reading and language arts, and to introduce the TEKS.

Reading Liaisons
Education Service Center Reading Liaisons work collaboratively with Center personnel to engage in and provide professional development on the TEKS.

School Partnerships
Collaborative relationships with schools that assist in the development of materials, curriculum guides, and product development.

Organization & Content of the Guide

The guide contains four sections of materials for presenters to teach Phonics and word recognition. Section 2 (*Professional Development)*, includes speaker's notes and suggestions on how to guide participants through the workshop. Section 3 *(Overheads)*, contains transparencies containing key points and instructinal examples to accompany your speaker's notes; Section 4 (*Handouts)* includes "Workshop Notes" for participants to take notes from the presentation, and "Instructional Examples." Section 5 (*Appendices)* provides a list of references and further readings on phonics and word recognition research.

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2. Professional Development

Preparing for the Workshop

This Guide is designed to offer staff development for Texas teachers, admininistrators, and parents who work with students in grades K-3. Because we recognize that the best professional development is ongoing, participants should be encouraged to continue their discussion of the topics and relate them to the specific needs of their school. This guide can be used as a stand-alone presentation on examining phonics and word recognition instruction or can be integrated into a broader program about beginning reading.

Materials

- Distribute the booklet "Suggestions for Examining Phonics and Word Recognition Programs" to each participant prior to the beginning of the workshop.

* *Copies of the booklet are available from TEA.*

- Distribute copies of the six instructional examples found in Section 4 (Handouts) prior to the beginning of the workshop.

Materials

- Overhead projector/marker
- Pencils

Room Arrangement

- Plan for small group discussion (3–4 persons). Group members should vary by grade level if possible.
- Participants should be able to view the screen.

Introduction

- Use Overhead #1 to communicate the topic of the Phonics workshop.
- Distribute the Phonics Guidelines booklet. Tell participants this is one of a series of booklets related to the TEKS for Reading/Language Arts.

Note: The purpose of this booklet is to provide guidance for examining instructional elements of supplementary phonics programs and to place phonics instruction in the broader context of beginning reading.

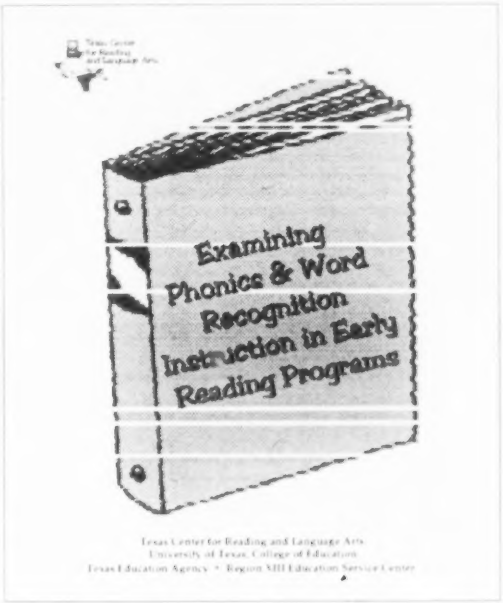
Overview of Workshop

- Use Overhead #2 to provide an organized glance of the Phonics workshop and the topics to be covered.

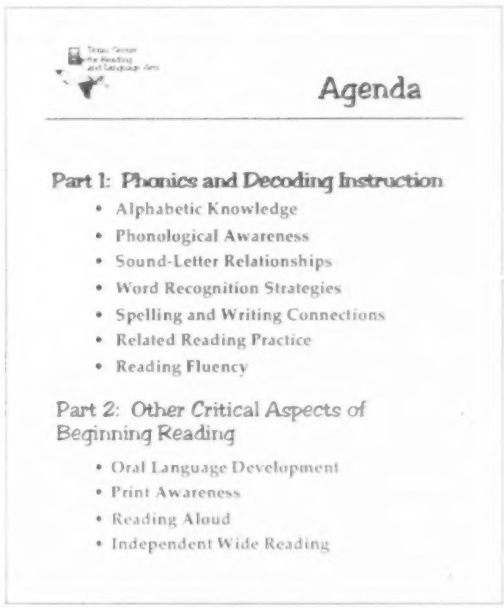
Note: Tell participants that the workshop will follow the organization of the booklet.

- Indicate that Part 2 identifies four other critical aspects of beginning reading instruction and articulates ideas for teaching those effectively.

Overhead #1



Overhead #2



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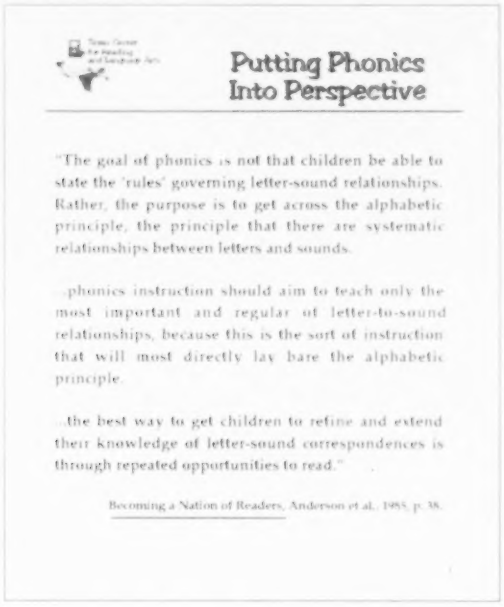
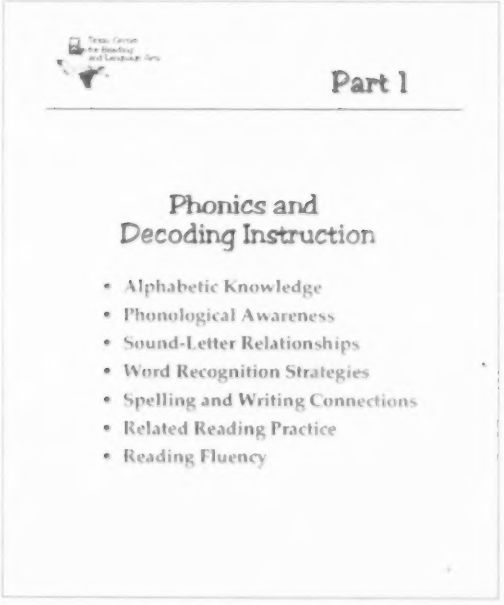
Overhead #3


Putting Phonics
Into Perspective
"The goal of phonics is not that children be able to state the 'rules' governing letter-sound relationships. Rather, the purpose is to get across the alphabetic principle, the principle that there are systematic relationships between letters and sounds.
...phonics instruction should aim to teach only the most important and regular of letter-to-sound relationships, because this is the sort of instruction that will most directly lay bare the alphabetic principle.
...the best way to get children to refine and extend their knowledge of letter-sound correspondences is through repeated opportunities to read."
Becoming a Nation of Readers, Anderson et al., 1985, p. 38.

Putting Phonics in Perspective

- Use Overhead #3 to explain that the principles used to design the booklet were articulated over a decade ago in Becoming a Nation of Readers.
- Read each quote aloud and reinforce that phonics is not the goal of beginning instruction, but an important path to learning to read.

Overhead #4



Part I: Phonics and Decoding Instruction

- Use Overhead #4 to introduce the 7 elements of phonics and word recognition instruction.
- Indicate that each element is described and several suggestions are provided for examining each one in a supplementary reading program (some are illustrated with authentic instructional examples).

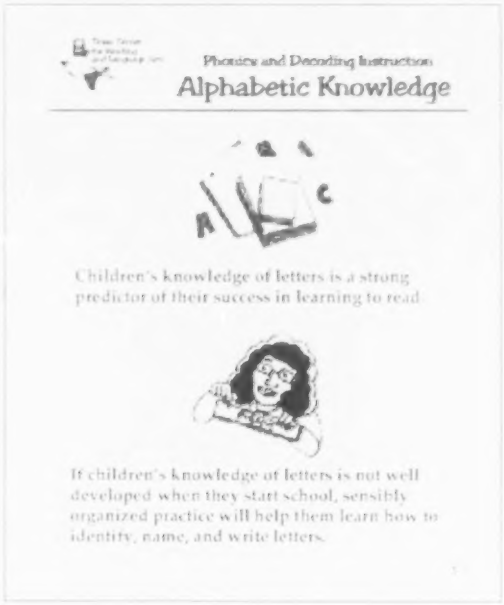
Note: The suggestions under each element are derived from empirical research, clinical practice and observations, and logical analysis of information.

Alphabetic Knowledge

- Use Overhead #5 to point out that knowledge of the alphabet is intimately related to success in beginning to read.

(Adams, 1990.)

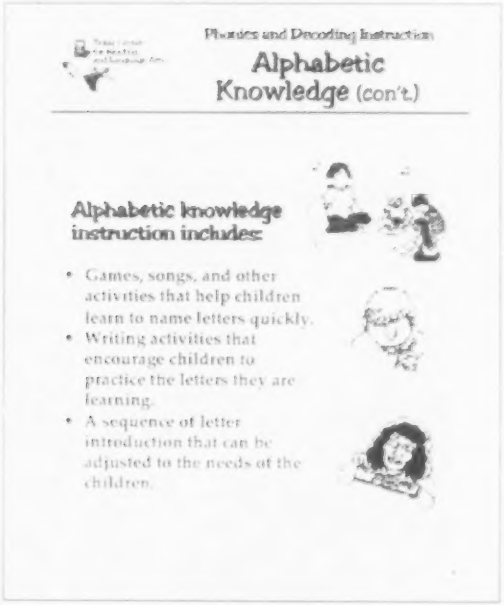
Overhead #5


Phonics and Decoding Instruction
Alphabetic Knowledge
Children's knowledge of letters is a strong predictor of their success in learning to read.
If children's knowledge of letters is not well developed when they start school, sensibly organized practice will help them learn how to identify, name, and write letters.

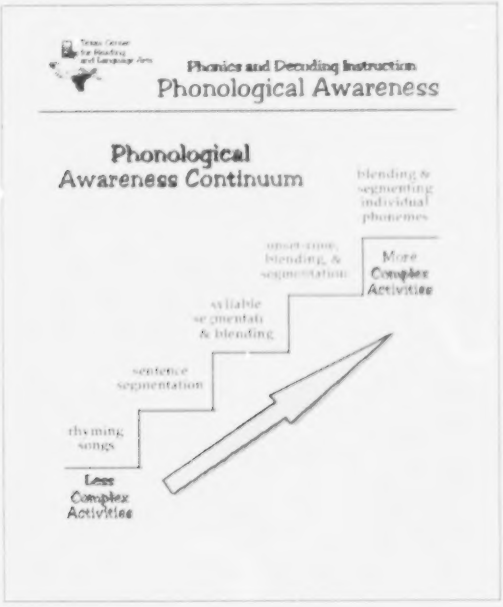
Suggestions for Alphabetic Knowledge Instruction

- Use Overhead #6 to present suggestions for alphabetic knowledge instruction.
- After each suggestion, ask participants for examples of each suggestion.

Overhead #6


Phonics and Decoding Instruction
Alphabetic Knowledge (con't.)
Alphabetic knowledge instruction includes:
• Games, songs, and other activities that help children learn to name letters quickly.
• Writing activities that encourage children to practice the letters they are learning.
• A sequence of letter introduction that can be adjusted to the needs of the children.

Overhead #7



Phonological Awareness Continuum

- Use Overhead #7 to remind participants of the language skills that fall under the umbrella of phonological awareness.

Note: The most complex skills are blending and segmenting of individual phonemes.

- Emphasize that successful demonstration of these skills suggests that a child has phonemic awareness.

(Adams, 1990.)

Overhead #8

Phonics and Decoding Instruction
Phonological Awareness (con't.)
A phonological awareness instruction program should:
• progress from easier to more difficult tasks
• progress from larger units to smaller units
• suggest the use of auditory and visual cues
• include the relationships of letters to sounds in more advanced tasks
• start with continuous sounds that are easier to hear and blend (e.g., /m/, /s/, /r/, /f/)
• advise teachers to stretch out and connect (or "sing") the sounds

Suggestions for Phonolgical Awareness Instruction

- Use Overhead #8 to familiarize participants with the suggestions for phonological awareness instruction.
- Explain that clapping or counting phonemes on fingers or blocks may help some children to manipulate sounds.
- Demonstrate how to blend sounds of a word without stopping between the sounds.

Phonological Awareness: Blending Onset and Rime

- Use Overhead #9 as an instructional example of one type of phonological awareness activity.
- Ask participants for effective and ineffective aspects of this activity (e.g., It is very explicit and clearly worded).

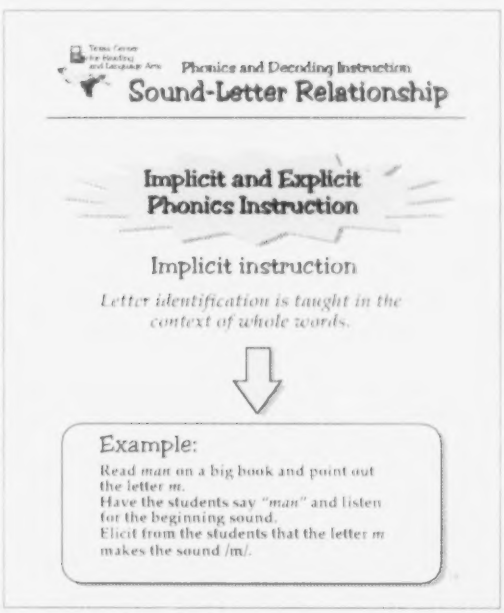
Overhead #9

Phonics and Decoding Instruction
Phonological Awareness (con't.)
Blending Onset & Rime
Have children listen as you say the chant below:
This word begins with /p/ and it ends with /at/. Put the sounds together and it says: _____
Repeat with the following:
/b/ /en/
/st/ /op/
/m/ /ap/
/f/ /ame/
/b/ /ike/
/s/ /un/
/k/ /im/

Sound Letter Relationship: Implicit and Explicit Phonics Instruction

- Use Overhead #10 to define implicit instruction (an actual example is provided).
- Ask participants to point out the features of this example that make it implicit.

Overhead #10


Phonics and Decoding Instruction
Sound-Letter Relationship
Implicit and Explicit Phonics Instruction
Implicit instruction
Letter identification is taught in the context of whole words.
Example:
Read man on a big book and point out the letter m.
Have the students say "man" and listen for the beginning sound.
Elicit from the students that the letter m makes the sound /m/.

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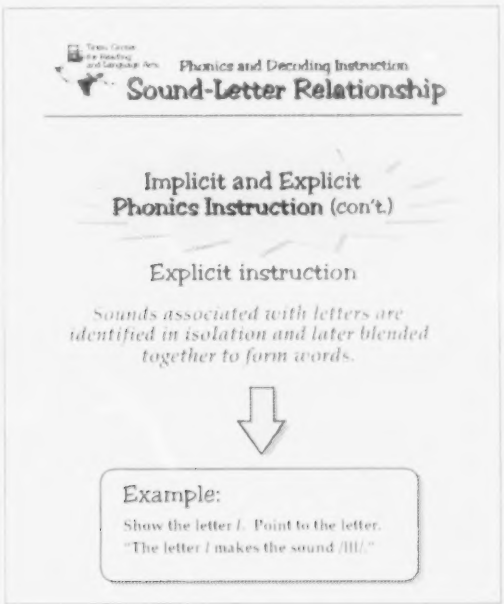
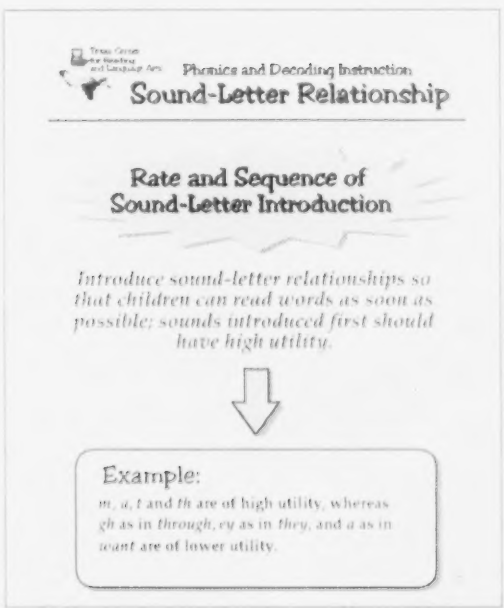
Overhead #11


Phonics and Decoding Instruction
Sound-Letter Relationship
Implicit and Explicit Phonics Instruction (con't.)
Explicit instruction
Sounds associated with letters are identified in isolation and later blended together to form words.
Example:
Show the letter l. Point to the letter. "The letter l makes the sound /lll/."

Implicit and Explicit Phonics Instruction (con't.)

- Use Overhead #11 to define and illustrate an example of explicit instruction.
- Ask participants to point out the features of this example that make it explicit.
- Point out that many supplementary phonics and word recognition programs use an explicit approach to phonics.

Overhead #12


Phonics and Decoding Instruction
Sound-Letter Relationship
Rate and Sequence of Sound-Letter Introduction
Introduce sound-letter relationships so that children can read words as soon as possible; sounds introduced first should have high utility.
Example:
m, a, t and th are of high utility, whereas gh as in through, ey as in they, and a as in want are of lower utility.

Rate and Sequence of Sound-Letter Introduction

- Use Overhead #12 to explain that instruction in sound-letter relationships is the cornerstone to phonics instruction.
- Indicate that as they look through their booklet they will see that there are numerous suggestions under this element and that only a few selected suggestions will be discussed.

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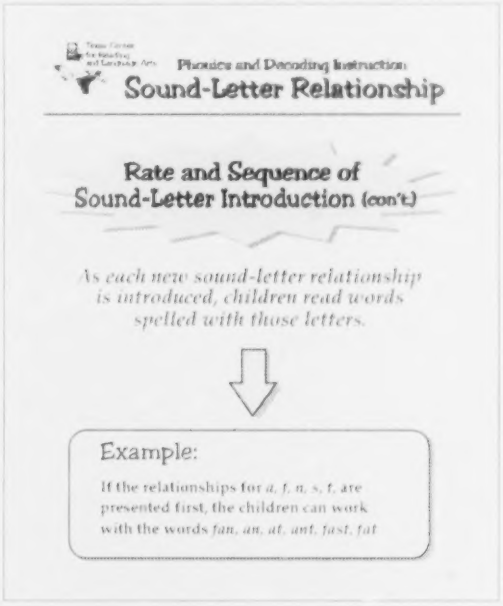
Rate and Sequence of Sound-Letter Introduction (con't.)

- Use Overhead #13 to explain that new sound-letter relationships should be used in words so that children can see the links between the sounds and letters and can practice using the new knowledge immediately.

Overhead #13


Phonics and Decoding Instruction
Sound-Letter Relationship
Rate and Sequence of Sound-Letter Introduction (con't.)
As each new sound-letter relationship is introduced, children read words spelled with those letters.
Example:
If the relationships for a, f, n, s, t, are presented first, the children can work with the words fan, an, at, ant, fast, fat

Sound-Letter Relationship Instructional Example

- Use Overhead #14 as an example of sound-letter relationship instruction.
- Ask participants for the more and less effective aspects of this instruction in relation to the listed suggestions in the booklet on pages 12-13.

Note: For example, the teacher's wording lacks clarity (i.e., name the blend *sw*); children are asked to find words in the classroom that begin with *sw*, yet few common objects begin this way.

Overhead #14

Phonics and Decoding Instruction
Sound-Letter Relationship
Instructional Example
Write the following phrase on the chalkboard:
Tommy needed a new sweater.
• Read the phrase, emphasizing the /sw/ in sweater.
• Name the blend sw.
• Ask children to identify both letters and the sound they stand for.
• Ask children to look around the classroom for examples of words with the same beginning sound as sweater.
• List children's suggestions on the chalkboard.

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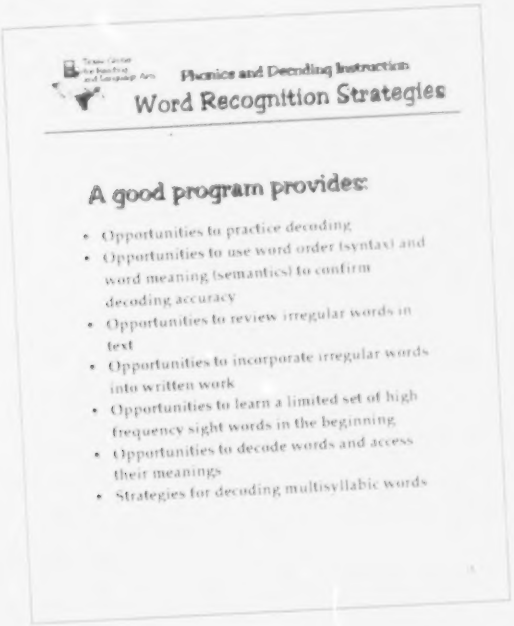
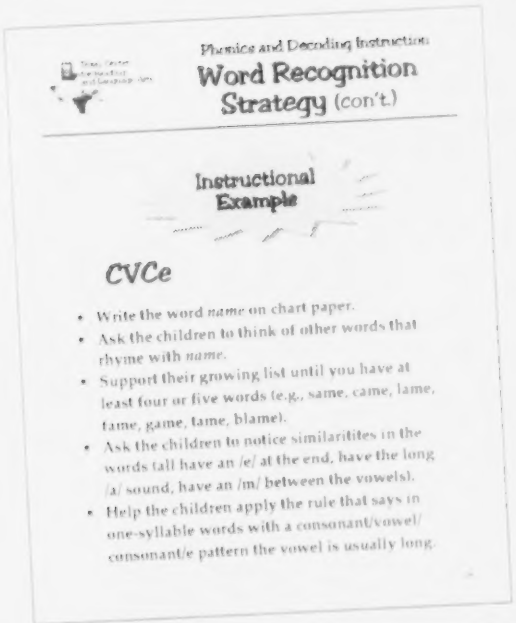
Overhead #15


Phonics and Decoding Instruction
Word Recognition Strategies
A good program provides:
• Opportunities to practice decoding
• Opportunities to use word order (syntax) and word meaning (semantics) to confirm decoding accuracy
• Opportunities to review irregular words in text
• Opportunities to incorporate irregular words into written work
• Opportunities to learn a limited set of high frequency sight words in the beginning
• Opportunities to decode words and access their meanings
• Strategies for decoding multisyllabic words

Overhead #16


Phonics and Decoding Instruction
Word Recognition Strategy (con't.)
Instructional Example
CVCe
• Write the word name on chart paper.
• Ask the children to think of other words that rhyme with name.
• Support their growing list until you have at least four or five words (e.g., same, came, lame, tame, game, tame, blame).
• Ask the children to notice similarities in the words (all have an /e/ at the end, have the long /a/ sound, have an /m/ between the vowels).
• Help the children apply the rule that says in one-syllable words with a consonant/vowel/consonant/e pattern the vowel is usually long.

Word Recognition Strategies

- Use Overhead #15 to provide a brief overview of features of effective word recognition strategies.

Note: Clarify that current research is conclusive that the primary approach to learning to read words is through a sequential decoding strategy (i.e., reading letter by letter). Syntax and semantics are used to confirm the accuracy of the reader's decoding.

(National Academy of Science, 1998; Adams, 1998)

Word Recognition Strategies: Instructional Example

- Use Overhead #16, as an example of word recognition strategy instruction.

Note: If the child thinks of a word that rhymes, but does not fit the spelling pattern (e.g. maim), put it in a separate column and talk about exception words *after* you talk about the words that fit the rule.

Allowing students to discover the pattern (implicit) rather than teaching the rule first (explicit) can be an effective instructional strategy.

Spelling and Writing

- Use Overhead #17 to identify features of a program that effectively integrate spelling and writing instruction.
- Emphasize that explicit instruction in conventional spelling should begin in mid-first grade.

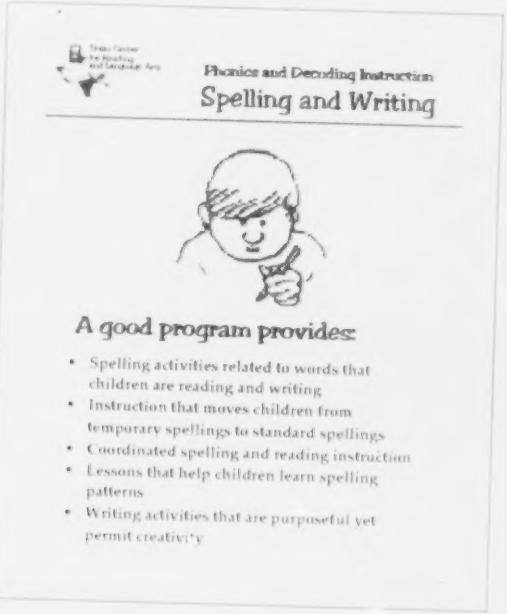
Note: Young children use their phonological knowledge and their knowledge of sound-letter relationships to approximate the conventional spelling of words. Encouraging temporary spelling of words provides teachers an opportunity to assess children's knowledge of sound-letter associations.

Spelling: Instructional Example

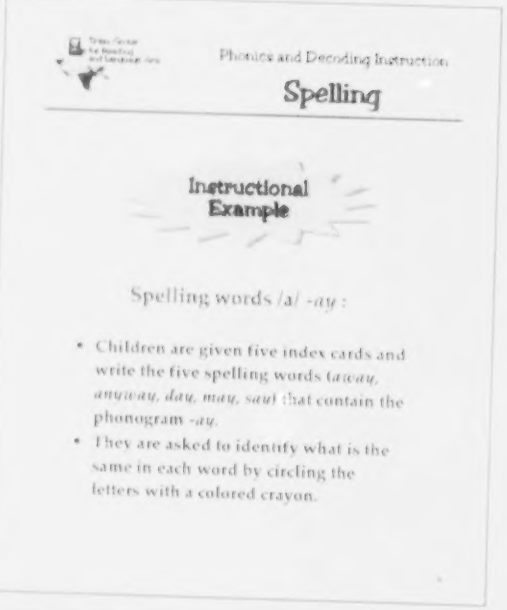
- Use Overhead #18 as an example of spelling instruction.
- Ask participants to point out the more and less effective aspects of this instruction in relation to the features listed on Overhead #17.

Note: For example, the activity requires very little thinking on the part of the students. They might just copy the teacher or their neighbors' work and then repeat the pattern.

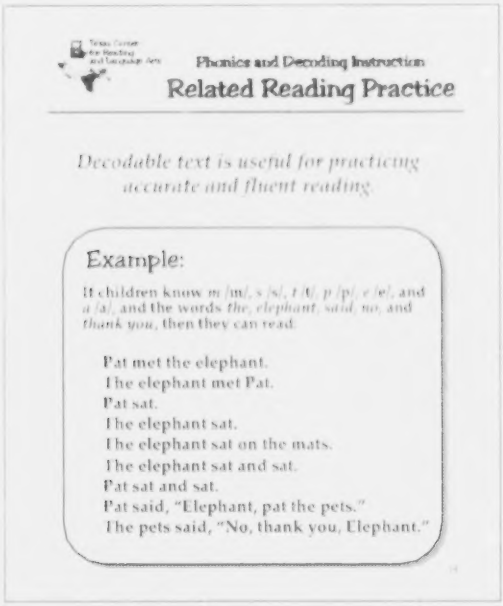
Overhead #17


Phonics and Decoding Instruction
Spelling and Writing
A good program provides:
• Spelling activities related to words that children are reading and writing
• Instruction that moves children from temporary spellings to standard spellings
• Coordinated spelling and reading instruction
• Lessons that help children learn spelling patterns
• Writing activities that are purposeful yet permit creativity

Overhead #18


Phonics and Decoding Instruction
Spelling
Instructional Example
Spelling words /a/ -ay :
• Children are given five index cards and write the five spelling words *taway, anyway, day, may, saw* that contain the phonogram *-ay*.
• They are asked to identify what is the same in each word by circling the letters with a colored crayon.

Overhead #19


Phonics and Decoding Instruction
Related Reading Practice
Decodable text is useful for practicing accurate and fluent reading.
Example:
If children know m /m/, s /s/, t /t/, p /p/, e /e/, and a /a/, and the words the, elephant, said, no, and thank you, then they can read:
Pat met the elephant.
The elephant met Pat.
Pat sat.
The elephant sat.
The elephant sat on the mats.
The elephant sat and sat.
Pat sat and sat.
Pat said, "Elephant, pat the pets."
The pets said, "No, thank you, Elephant."

Related Reading Practice: Decodable Text

- Use Overhead #19 to describe an example of decodable text.

Overhead #20

Phonics and Decoding Instruction
Related Reading Practice (con't.)
Predictable Texts
Predictable text is useful to teach print awareness and concepts about print (e.g., how to hold a book, left-to-right directionality, use of print to communicate a story).
Example:
This is a sunny day.
This is a cloudy day.
This is a rainy day.
This is a foggy day.
This is a snowy day.
This is a windy day.
This is a good day to play together.

Related Reading Practice: Predictable Text

- Use Overhead #20 to contrast the decodable text on Overhead #19 with predictable text.

Note: It is important for teachers to understand that predictable text is very useful to teach print awareness and concepts about print (e.g., how to hold a book, left-to-right directionality, use of print to communicate a story). It may not be as effective for teaching children initial reading and providing children opportunities to use newly learned sound-letter knowledge.

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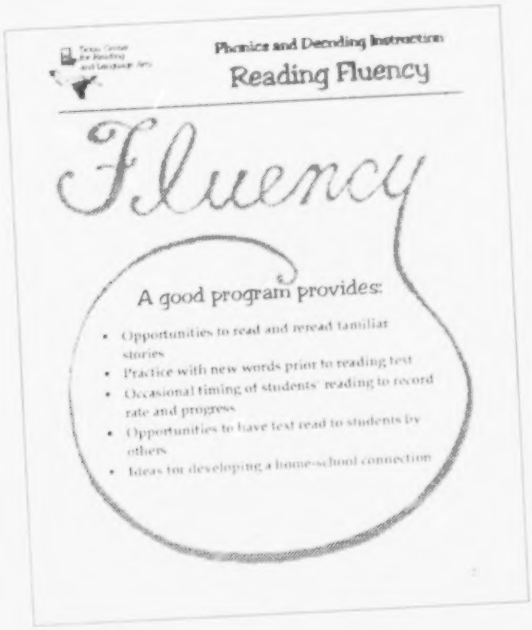
Reading Fluency

- Use Overhead #22 to describe the features of a program with well-designed fluency instruction.

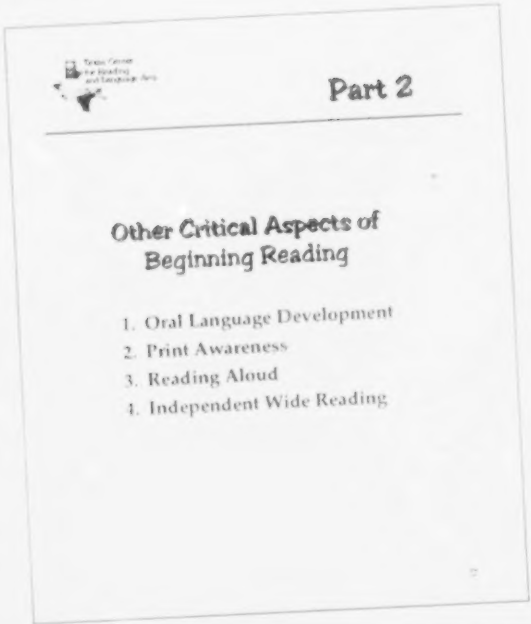
Overhead #21


Phonics and Decoding Instruction
Reading Fluency
Fluency
A good program provides:
• Opportunities to read and reread familiar stories
• Practice with new words prior to reading text
• Occasional timing of students' reading to record rate and progress
• Opportunities to have text read to students by others
• Ideas for developing a home-school connection

Part 2: Other Critical Aspects of Beginning Reading

- Use Overhead #22 to preview the additional aspects of beginning reading that must be considered when reviewing the instructional effectiveness of an early reading program.

Overhead #22



Overhead #23

Oral Language Development
Listening, Speaking, and Understanding
Ideas for developing oral language include:
• discussion, explanation, demonstration
• giving and following directions, storybook reading, games
• songs, chants, poems
• concept development and vocabulary-building activities

Oral Language Development: Listening, Speaking, & Understanding

- Use Overhead #23 to enumerate activities that should be a part of all K–3 classrooms to enhance students' oral language.

Note: Oral language may be one of the most overlooked and underestimated areas of early language arts instruction.

Overhead #24

Print Awareness
Ideas for instruction that promote print awareness:
• print represents spoken language
• meanings and uses of print (signs, labels, posters, calendars, directions)
• print conventions (directionality, punctuation, capital letters)
• correct book handling
• word awareness
• predictable and patterned language stories

Print Awareness

- Use Overhead #24 to discuss suggestions for teaching print awareness.

Note: In addition to those listed on the overhead, you may want to ask teachers for other ideas. You may want to refer back to Overhead #20 for a good source.

Reading Aloud

- Use Overhead #25 to illustrate selected ideas for reading aloud to students.
- Point out there are many other suggestions in the booklet.

Note: Books that are read aloud to children should be challenging to stretch children's vocabularies and imaginations.

Overhead #25

Reading Aloud

For reading to children:

- Choose books that expand the imagination and their knowledge of the world
- Include a variety of genres (narratives, nursery rhymes, poems, information books)

Good read alouds include:

- Good discussions about the text
- Rereading favorites (but remember to add new stories)
- Reading to the entire class or small groups

Independent Wide Reading

- Use Overhead #27 to point out the importance of giving students the opportunity to read often and in varied materials.

Overhead #26

Independent Wide Reading

Wide reading:

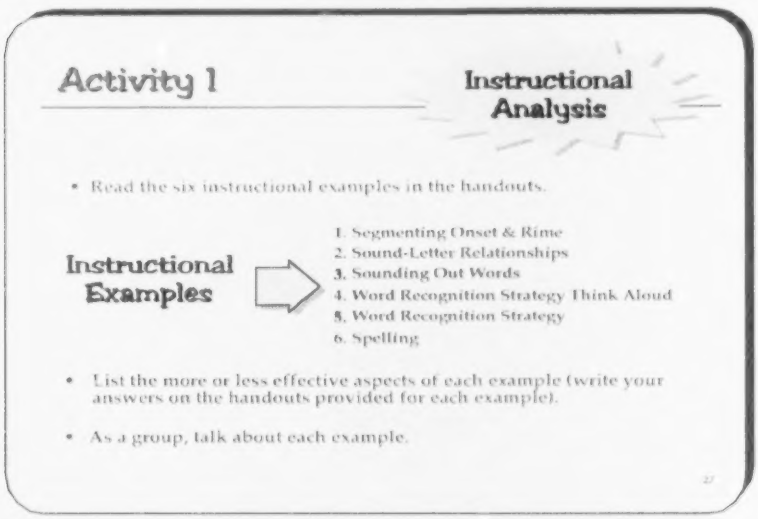
- enlarges vocabulary
- contributes to fluency
- advances reading repertoire through many different genres
- builds knowledge

Program/teacher should:

- provide a broad range of materials (catalogues, magazines, books, etc.)
- provide a daily time for reading aloud
- provide access to books in the classroom and the school library, as well as books that can be taken home
- cover a range of reading levels

Overhead #27

Note: Refer participants to the instructional examples.


Activity 1
Instructional Analysis
• Read the six instructional examples in the handouts.
Instructional Examples
1. Segmenting Onset & Rime
2. Sound-Letter Relationships
3. Sounding Out Words
4. Word Recognition Strategy Think Aloud
5. Word Recognition Strategy
6. Spelling
• List the more or less effective aspects of each example (write your answers on the handouts provided for each example).
• As a group, talk about each example.

Group Activity 1

• Guide participants in Group Activity 1

Activity Instructions

- Use Overhead #28 to explain that this activity provides 6 instructional examples based on actual supplementary programs.
- Point out that responses may be written in the spaces provided on each handout.
- Encourage participants to discuss and identify the more and less effective aspects of each instructional example.

Note: A brief comment for each example is provided.

Positive and Negative Aspects of Examples

Example 1: Segmenting Onset and Rime

More effective: This example is explicit and clearly worded.

Less effective: This example is probably misidentified as segmentation. It may be more accurately called "phoneme deletion." There are only two examples provided which places a burden of generating more examples on the teacher.

Example 2: Sound-Letter Relationships

More effective: This example is very explicit with the sound-letter relationship taught in isolation and represented by a picture card to help remind children of the relationship.

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Activity Instructions (con't.)

Positive and Negative Aspects of Examples (con't.)

Example 3: Sounding Out Words

More effective: This example is carefully structured to provide children with multiple opportunities to sound out words using sound-letter knowledge and controlled words. Many examples are provided taking the burden off the teacher to create them.

Less effective: This example could provide a clearer model of the teacher's role in demonstrating the process of sounding out words.

Example 4: Word Recognition Strategy: Think Aloud

More effective: The strategy outlined in this Think Aloud is appropriate for previewing a story or informational text.

Less effective: This example does not provide a reliable strategy for reading words.

Example 5: Word Recognition Strategy

Less effective: This example does not provide a reliable strategy for reading words. It assumes that children can read.

Example 6: Spelling

More effective: This example provides a clever way for children to build words and reinforce the spelling of words in the /ay/ word family. Despite the initial time investment to make the letter cube, it could be used repeatedly for reinforcing practice.

Less effective: This use of "aw" and "anyw" as letter combinations to attach to the /ay/ word part are not reasonable for very early readers. The directions for the teacher do not explain what students are expected to do in this activity. Do they write down the words they roll? Do they read the words?

3. Overheads

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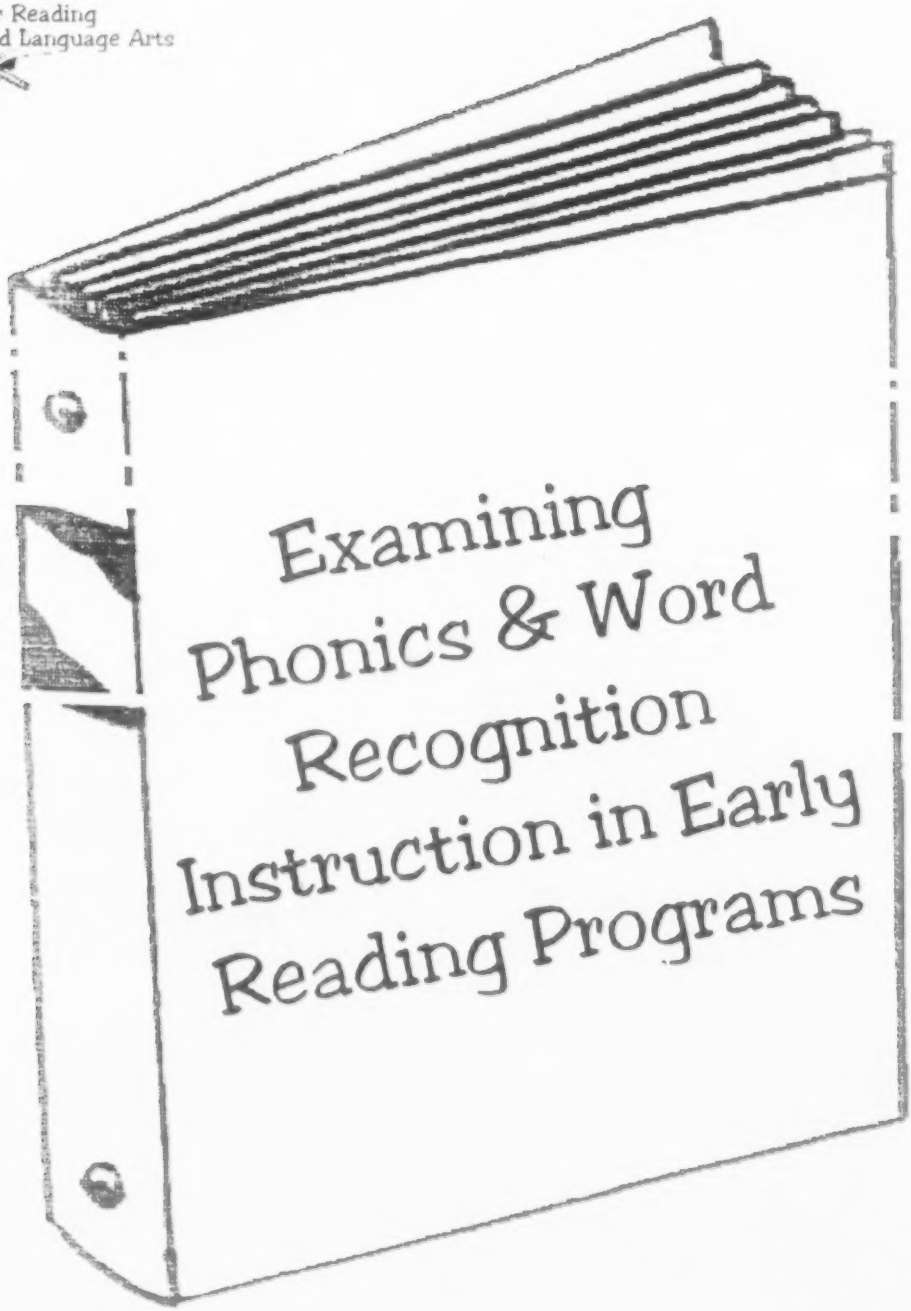

Examining Phonics & Word Recognition Instruction in Early Reading Programs

Texas Center for Reading and Language Arts
University of Texas, College of Education
Texas Education Agency • Region XIII Education Service Center

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Texas Center for Reading and Language Arts

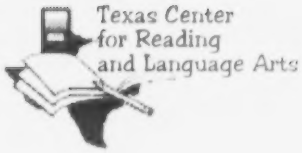
Agenda

Part 1: Phonics and Decoding Instruction

- Alphabetic Knowledge
- Phonological Awareness
- Sound-Letter Relationships
- Word Recognition Strategies
- Spelling and Writing Connections
- Related Reading Practice
- Reading Fluency

Part 2: Other Critical Aspects of Beginning Reading

- Oral Language Development
- Print Awareness
- Reading Aloud
- Independent Wide Reading



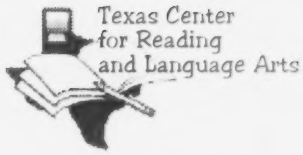
Putting Phonics Into Perspective

"The goal of phonics is not that children be able to state the 'rules' governing letter-sound relationships. Rather, the purpose is to get across the alphabetic principle, the principle that there are systematic relationships between letters and sounds.

...phonics instruction should aim to teach only the most important and regular of letter-to-sound relationships, because this is the sort of instruction that will most directly lay bare the alphabetic principle.

...the best way to get children to refine and extend their knowledge of letter-sound correspondences is through repeated opportunities to read."

Becoming a Nation of Readers, Anderson et al., 1985, p. 38.

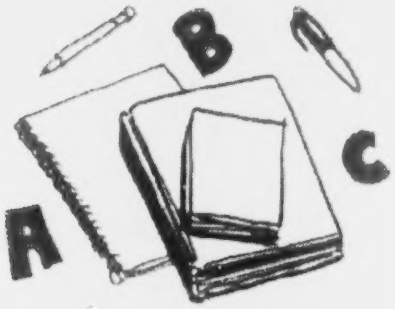


Part 1

Phonics and Decoding Instruction

- Alphabetic Knowledge
- Phonological Awareness
- Sound-Letter Relationships
- Word Recognition Strategies
- Spelling and Writing Connections
- Related Reading Practice
- Reading Fluency

Alphabetic Knowledge



Children's knowledge of letters is a strong predictor of their success in learning to read.

If children's knowledge of letters is not well developed when they start school, sensibly organized practice will help them learn how to identify, name, and write letters.

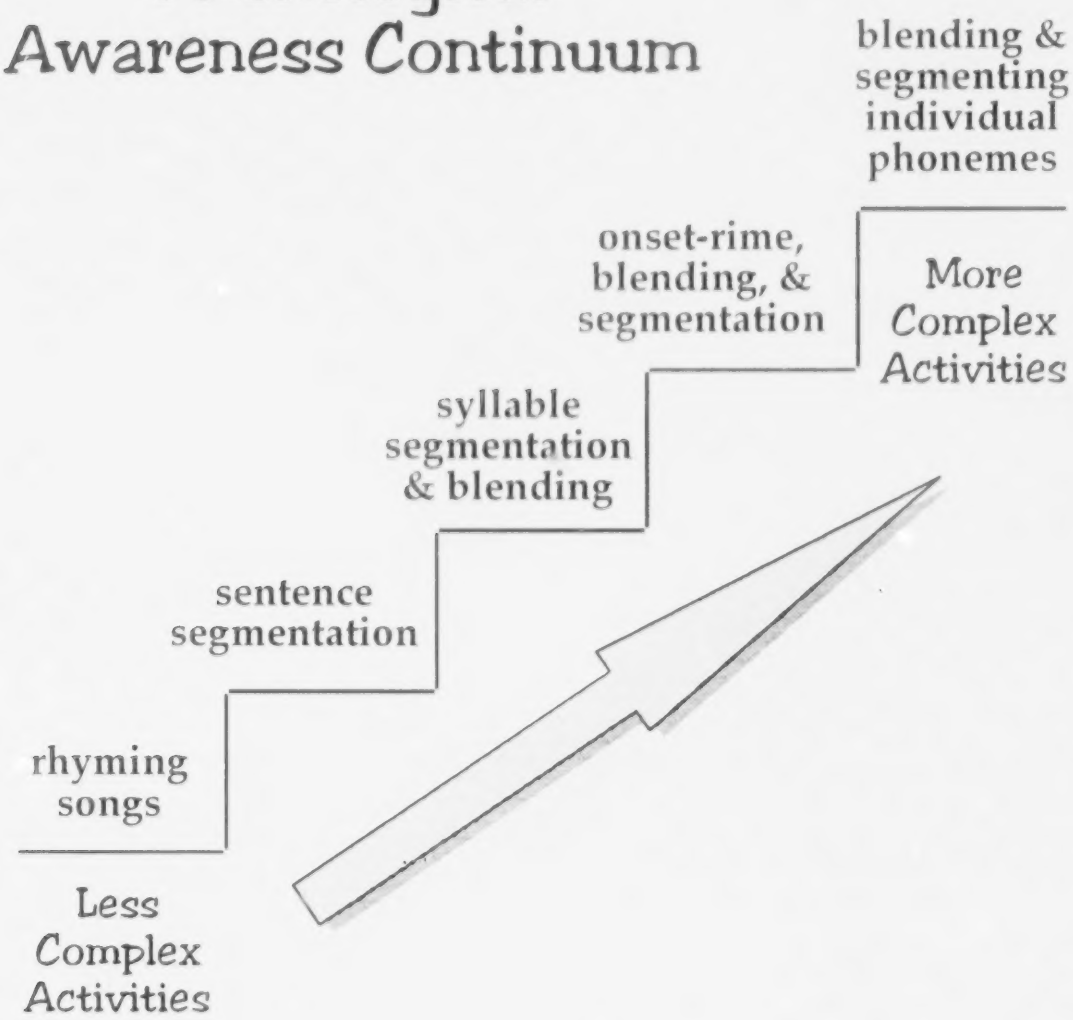
Alphabetic Knowledge (con't.)

Alphabetic knowledge instruction includes:

- Games, songs, and other activities that help children learn to name letters quickly.
- Writing activities that encourage children to practice the letters they are learning.
- A sequence of letter introduction that can be adjusted to the needs of the children.

Phonological Awareness

Phonological Awareness Continuum



Phonological Awareness (con't.)

A phonological awareness instruction program should:

- progress from easier to more difficult tasks
- progress from larger units to smaller units
- suggest the use of auditory and visual cues
- include the relationships of letters to sounds in more advanced tasks
- start with continuous sounds that are easier to hear and blend (e.g., /*m*/, /*s*/, /*i*/, /*f*/)
- advise teachers to stretch out and connect (or "sing") the sounds

Phonological Awareness (con't.)

Blending Onset & Rime

Have children listen as you say the chant below:

> This word begins with /p/
> and it ends with /at/.
> Put the sounds together
> and it says:_____

Repeat with the following:

/b/ /en/
/st/ /op/
/m/ /ap/
/f/ /ame/
/b/ /ike/
/s/ /un/
/k/ /im/

Implicit and Explicit Phonics Instruction

Implicit instruction

Letter identification is taught in the context of whole words.

Example:

Read *man* on a big book and point out the letter *m*.
Have the students say *"man"* and listen for the beginning sound.
Elicit from the students that the letter *m* makes the sound /m/.

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Implicit and Explicit Phonics Instruction (con't.)

Explicit instruction

Sounds associated with letters are identified in isolation and later blended together to form words.

Example:

Show the letter *l*. Point to the letter.
"The letter *l* makes the sound /lll/."

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Sound-Letter Relationship

Rate and Sequence of Sound-Letter Introduction

Introduce sound-letter relationships so that children can read words as soon as possible; sounds introduced first should have high utility.

Example:

m, *a*, *t* and *th* are of high utility, whereas *gh* as in *through*, *ey* as in *they*, and *a* as in *want* are of lower utility.

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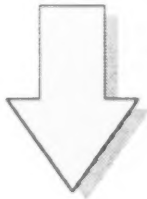
Rate and Sequence of Sound-Letter Introduction (con't.)

As each new sound-letter relationship is introduced, children read words spelled with those letters.



Example:

If the relationships for *a, f, n, s, t,* are presented first, the children can work with the words *fan, an, at, ant, fast, fat*

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Sound-Letter Relationship

Instructional Example

Write the following phrase on the chalkboard:

Tommy needed a new sweater.

- Read the phrase, emphasizing the /sw/ in sweater.
- Name the blend *sw*.
- Ask children to identify both letters and the sound they stand for.
- Ask children to look around the classroom for examples of words with the same beginning sound as *sweater*.
- List children's suggestions on the chalkboard.

Word Recognition Strategies

A good program provides:

- Opportunities to practice decoding
- Opportunities to use word order (syntax) and word meaning (semantics) to confirm decoding accuracy
- Opportunities to review irregular words in text
- Opportunities to incorporate irregular words into written work
- Opportunities to learn a limited set of high frequency sight words in the beginning
- Opportunities to decode words and access their meanings
- Strategies for decoding multisyllabic words

Word Recognition Strategy (con't.)

Instructional Example

CVCe

- Write the word *name* on chart paper.
- Ask the children to think of other words that rhyme with *name*.
- Support their growing list until you have at least four or five words (e.g., same, came, lame, fame, game, tame, blame).
- Ask the children to notice similaritites in the words (all have an /e/ at the end, have the long /a/ sound, have an /m/ between the vowels).
- Help the children apply the rule that says in one-syllable words with a consonant/vowel/consonant/e pattern the vowel is usually long.

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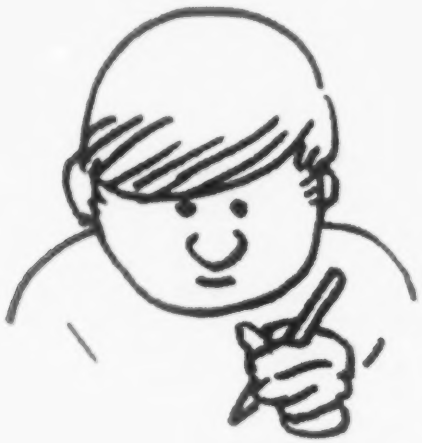
Spelling and Writing



A good program provides:

- Spelling activities related to words that children are reading and writing
- Instruction that moves children from temporary spellings to standard spellings
- Coordinated spelling and reading instruction
- Lessons that help children learn spelling patterns
- Writing activities that are purposeful yet permit creativity

Spelling

Instructional Example

Spelling words /a/ *-ay* :

- Children are given five index cards and write the five spelling words (*away, anyway, day, may, say*) that contain the phonogram *-ay*.
- They are asked to identify what is the same in each word by circling the letters with a colored crayon.

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Related Reading Practice

Decodable text is useful for practicing accurate and fluent reading.

Example:

If children know *m* /m/, *s* /s/, *t* /t/, *p* /p/, *e* /e/, and *a* /a/, and the words *the*, *elephant*, *said*, *no*, and *thank you*, then they can read:

Pat met the elephant.
The elephant met Pat.
Pat sat.
The elephant sat.
The elephant sat on the mats.
The elephant sat and sat.
Pat sat and sat.
Pat said, "Elephant, pat the pets."
The pets said, "No, thank you, Elephant."

Related Reading Practice (con't.)

Predictable Texts

Predictable text is useful to teach print awareness and concepts about print (e.g., how to hold a book, left-to-right directionality, use of print to communicate a story).

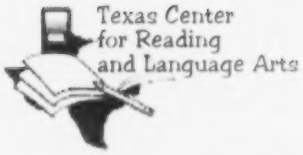
Example:

This is a sunny day.
This is a cloudy day.
This is a rainy day.
This is a foggy day.
This is a snowy day.
This is a windy day.
This is a good day to play together.

Fluency

A good program provides:

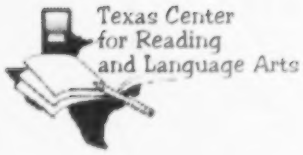
- Opportunities to read and reread familiar stories
- Practice with new words prior to reading text
- Occasional timing of students' reading to record rate and progress
- Opportunities to have text read to students by others
- Ideas for developing a home-school connection



Part 2

Other Critical Aspects of Beginning Reading

1. Oral Language Development
2. Print Awareness
3. Reading Aloud
4. Independent Wide Reading



Oral Language Development

Listening, Speaking, and Understanding

Ideas for developing oral language include:

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- songs, chants, poems
- concept development and vocabulary-building activities

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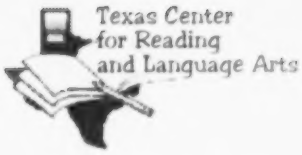

Print Awareness

Ideas for instruction that promote print awareness:

- print represents spoken language
- meanings and uses of print (signs, labels, posters, calendars, directions)
- print conventions (directionality, punctuation, capital letters)
- correct book handling
- word awareness
- predictable and patterned language stories

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Reading Aloud

For reading to children:

- Choose books that expand the imagination and their knowledge of the world
- Include a variety of genres (narratives, nursery rhymes, poems, information books)

Good read alouds include:

- Good discussions about the text
- Rereading favorites (but remember to add new stories)
- Reading to the entire class or small groups

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Independent Wide Reading

Wide reading:

- enlarges vocabulary
- contributes to fluency
- advances reading repertoire through many different genres
- builds knowledge

Program/teacher should:

- provide a broad range of materials (catalogues, magazines, books, etc.)
- provide a daily time for reading aloud
- provide access to books in the classroom and the school library, as well as books that can be taken home
- cover a range of reading levels

4. Handouts

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Instructional Example 1

Segmenting Onset & Rime

Tell children that you can take away a sound from the beginning of sit and make a new word.

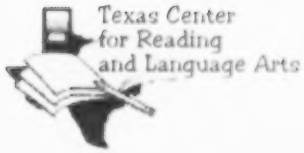
Teacher Think Aloud:

- If I say *sit* slowly: /s/ /it/, /s/ /it/. I hear the beginning sound /s/ and the /it/.
- If I say the word without the /s/, I hear /it/. The new word is *it*.

Children repeat after teacher:

- Say the word *thin*.
- Then drop the beginning sound /th/ /in/ = /in/.
- Have them say the beginning sound (/th/), and the word you have when you take /th/ from *thin*. (*in*)
- Children continue taking away the beginning sound and have just one word part left.

More effective:	Less effective:



Instructional Example 2

Sound-Letter Relationships

Teacher directions from example lesson:

- Write the letter s on the chalkboard.
- Tell students that this letter makes the /s/ sound.
- Tell them that it is the sound that begins the word *sun*.
- Have students say the word *sun* with you emphasizing the /s/ sound.
- Show students the picture of the yellow sun.
- This picture card can be used as a memory cue to remind students of the letter-sound relationship s /s/.

More effective:

Less effective:

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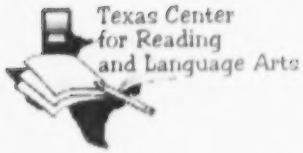

Instructional Example 3

Sounding Out Words

- Begin by writing a word on the board and challenging the children to sound and blend it.
- Then, change the word in any way, but only by one letter, and ask them to read the new word.

Examples:

on, in, pin, pit, it, at, bat

an, pan, tan, man, mat, mad, map

More effective:

Less effective:

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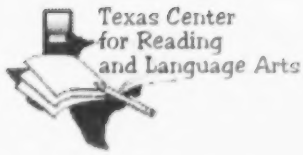

Instructional Example 4

Word Recognition Strategy

Think Aloud

- First, I'll look at the pictures and make predictions.
- When I read, I'll stop from time to time to check which of my predictions match the story, and I'll make new ones.
- When I don't understand something, I can go back and read again and look at the pictures.
- If I still don't understand, I can ask for help.

More effective:	Less effective:

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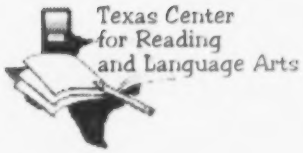

Instructional Example 5

Word Recognition Strategy

- List the following short words on the chalkboard and have the children read them:

rap	*chat*
tap	*sat*
slap	*clap*

- Child chooses a word and acts it out. Whoever identifies the word, erases the word, and pantomimes another short *a* word.

More effective:

Less effective:

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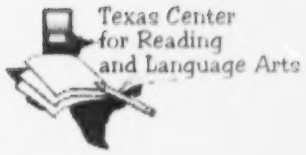

Instructional Example 6

Spelling

Teacher directions:

- Make a letter cube from a small empty milk carton.
- Cover it with construction paper.
- Write one of the following letters or letter combinations on each side: *aw, anyw, d, m, s.*
- Then, write *ay* on a sheet of paper.
- Children can take turns rolling the cube and pairing the letter(s) they roll with the phonogram *ay* to create spelling words.

More effective:

_____
_____
_____
_____
_____
_____
_____

Less effective:

_____
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5. Appendices

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